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THE

COURSE OF STUDY

IN

CIVICS

GRADES ONE TO SIX

FOR THE

PUBLIC SCHOOLS OF PHILADELPHIA

JOHN P. GARBER
Superintendent of Public Schools

Authorized by The Board of Public Education July 11, 1916

THIRD EDITION

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FOREWORD

The purpose of the course of study in civics is to give the child such instruction and training as will help to make him a good citizen. The aim of the course is therefore both immediate and remote. The course recognizes the child as a young citizen, a member of various communities such as the home, the school, the neighborhood, the city, the state and the nation, and aims to develop such habits and ideals as will make for right conduct and relationship as a young citizen. It also recognizes in the child the future adult citizen with wider duties and obligations, and aims in part to bring about such a development as will make for good and efficient citizenship in the years to come.

The question may very properly be raised as to who is the good citizen. The good citizen may be defined as the one who habitually conducts his own affairs with proper regard for the welfare of the communities of which he is a member, and who is active and intelligent in his co-operation with his fellow members for the common good. This is an ideal not to be attained in the few short years of the elementary school. It must also be kept in mind that the child can be expected only in a small way to measure up to the standard of the adult citizen, but that he may be truly a good citizen as a child, gaining gradually in knowledge and power, and moving toward the fullness of perfection in citizenship.

Effective training for good citizenship must begin even before the child enters school, and must continue through life. The influence which the school may exercise upon the home by bringing before it ideals which should be potent in producing an atmosphere that will make for this early training is very great. The school should lose no opportunity which presents itself for the rendering of this service.

Before the child enters school he receives from the family life itself his first impressions of co-operation and responsibility. Whether these impressions and the social habits inculcated shall be for good or ill depends upon the atmosphere and efforts of the home. Good home education is thus the first factor in the development of good citizenship.

At an early age the child enters a larger community, the school. The establishment of the right social relations by and within the school is now of prime importance. Moreover, the school should consciously interpret to the child the community nature of the home, for the teacher can speak as an interested outsider regarding the relation of the child to the parent. The school should also lead the child to see how members of the larger community outside the home and the school enter into his life and contribute to his welfare and the welfare of others. Civic education at this stage need not consider the organized agencies through which men co-operate, but the child must become more and more conscious of the interdependence of the individuals in a community. Through the study of appropriate literature and through acquaintance with noble characters of history he should form ideals of loyalty and of personal honor and integrity.

The good citizen must recognize himself as a member of the communities in which he lives and must recognize his responsibilities to them. He should know not only what each community is doing for him, but what he in return should do for it. He should practice those habits of right action which are necessary to the best interests of a community and himself.

The real tests of good citizenship, then, are right thinking, right feeling and right action. The good citizen is one who knows what he should do, who desires to do it, and who puts his desires into action. Underlying good citizenship is good morality. The practice of the civic virtues is the basis for all acts of the good citizen. There are certain of the civic virtues so fundamental that failure to practice them makes one an undesirable member of a community. It would make little difference how well

educated one might be if he were to fail to practice those virtues which society demands of its members. Underlying the teaching of good citizenship, therefore, is moral instruction so given that it results in the right action of the child. The civic virtues which underly the course afford an opportunity for training in right moral habits.

The results of instruction in the civic virtues should be cumulative. Certain virtues are assigned to particular grades, but once having been presented the teacher should see that practical applications are made whenever possible. Although the work in the civic virtues does not appear as content material of the course after the fourth grade, teachers of the fifth and sixth grades should take every opportunity to inculcate these virtues and to require their practice.

The more concrete civic work, as contrasted with that of the civic virtues, which is primarily training in morals and manners, is begun in the third grade. From this point on a dominant note of the course is service. A most important element of good citizenship is faithful, willing, efficient service.

Good citizenship also requires an active and intelligent co-operation with one's fellows for the welfare of a community. The story of the services rendered by those who supply us with the necessities of life, developing the idea of our dependence on each other and our reciprocal duties, forms the first step in civic instruction toward this end.

There are many things in every day life with which the humblest citizen should be acquainted if he is to be able to perform intelligently his service to the community. To have the child think on these things is an important step in his civic education.

The nearest approach that is made to the governmental side of civic instruction in grades one to six is when the services of individuals such as the policeman, the fireman, the street cleaner are considered. But here again the underlying thought is service rendered, and while it is true that these services are governmental they

are studied so that the child may have considered another form of service.

An intelligent citizen must know something of the city in which he lives and so there has been introduced a study in some detail of the child's immediate neighborhood. In order to appreciate properly the place which Philadelphia holds among the cities of the world, he should know something of its importance as an industrial center. As a future producer, he should have some idea of the various occupations which are open to him and of the conditions under which he is entitled to work.

In teaching the course, it must be kept in mind always that the work of the teacher has two aspects—first, the development of ideals of good citizenship; and second, training in such habits of right social conduct as will make the individual a desirable member of the various communities to which he belongs. The teacher must also bear in mind that these processes must be gradual in their development and application, and that the instruction and training given must be adapted in their presentation to the intelligence and maturity of the children being dealt with. In other words, as the child's powers unfold, he should be presented with information suitable to his mental development and customs of life; and further, this presentation should be such that a vital interest will be aroused and that right habits will ensue.

This course of study, it is believed, represents a selection of material adapted to the accomplishment of these ends. Equally important, however, is the method of the teacher. At frequent intervals, therefore, there have been given suggestions and suggestive lessons. These are not intended to be exhaustive, but are merely outlines indicating suitable method, not only for the topic treated but also for other topics of a similar nature. In the preparation of similar lessons, and in their presentation, the utmost care should be exercised to keep the instruction from becoming formalized, with a consequent danger of robbing the lessons of the interest which is so necessary for good results. Also equally important with content and method is the teacher's understanding of the course

as a whole and of the relation of the work of one grade to the work of other grades. This knowledge can be secured only by repeated readings and careful thought. Finally, and of surpassing importance, is the teacher's insight into the spirit of the course, and a personal interest and enthusiasm in teaching it.

Civics, as a school subject, presents unusual opportunity to the teacher. The content deals with facts related to ordinary life-experience. Since the field is comparatively new, the teacher is unhampered by tradition as to method. Finally, the results to be secured are so vital to the perpetuation of our social institutions and the preservation of city, state and nation that every patriotic citizen-teacher should welcome the chance to participate in a constructive program definitely aimed at an improvement in the quality of our citizenship.

COURSE OF STUDY IN CIVICS

Grades One to Six

FIRST GRADE

Introduction

It is the purpose of the course in civics in the first grade to lay the foundation of good citizenship by developing in the child some of the fundamental civic virtues. The work in this grade is, therefore, primarily training in morals and manners.

There are three conditions necessary to the development of right moral conduct. The child must know what is right; he must desire to do it; but, most important of all, he must be trained, through constant practice, in the formation of good habits.

The knowledge of the right and the emotional basis for future action may be given by means of story, poem, song, memory gem, games, dramatization and other class or group exercises. In such instruction, care should be taken to avoid pointing the moral, as to do so is likely to spoil the emotional reaction desired. While this instruction will constitute a very small part of the day's work, the doing side or practical application will be constant.

In the main, the teacher's method should be one of securing results by commendation rather than by censure.

With the first grade child, in a large degree, the teacher represents what in later life will be superseded by group opinion.

There should be a daily exemplification in the life of the teacher of the civic virtues which she teaches to her class. "What you are speaks so loud that I cannot hear what you say," writes Emerson.

1 A

I. Obedience

1. To one's teacher: Begin with securing obedience to simple directions such as "Rise," "Pass," etc.; develop class movements with orderliness and promptness; require obedience to instructions given by teacher to individual or group.
2. To other teachers: Impress on the children the necessity for obedience to any teacher who gives a direction.
3. To principal.
4. To janitor.
5. To bells: What does the bell say? Obedience to bell in classroom and on the playground.

Note.—In the treatment of this, as of other topics, the teacher's example is of great importance. Obedience to bells by the teacher, the supporting of other teachers—both have an important influence on the obedience of the children.

II. Cleanliness

1. Personal cleanliness: Clean face, hands, neck and ears; use of water, soap and towel.
2. Personal belongings: Clean dress, blouse, handkerchief, books, papers; try to arouse a pride in cleanliness and in neatness of personal belongings.
3. Immediate surroundings: Use of door-mat, waste-paper basket, garbage can, umbrella stand.

Notes:

This topic is treated in the course in physiology and hygiene. The emphasis here should be placed on the social side of cleanliness. Use every opportunity to build up a group spirit in regard to cleanliness.

The influence of the teacher's example—the care which she takes of her blackboards, desk, window-sills, etc.—is of great importance.

III. Orderliness

1. Personal appearance: Care of hair, dress, necktie, shoes, stockings; try to arouse a pride in personal appearance.
2. Personal belongings and immediate surroundings: Keeping books, desk, floor, cloak room in order.

Notes:

The influence of the teacher's example—the care with which she arranges her blackboards, desk, window-sills, etc. —is of great importance.

Relate this topic to *Cleanliness*.

1 B

IV. Courtesy

1. To one's teacher.
2. To other teachers.
3. To principal.
4. To janitor.
5. To one another.
6. To newcomers.

Teach "Good-morning," "Good-afternoon," "Yes, thank you," "Yes, Miss A—," lifting of hat, bowing, and other forms of courteous speech and action.

Note.—An act of courtesy by the teacher toward a child tends to produce a like reaction on the part of the child. The observance of good social usage has its advantages and should not be dropped by the teacher at the school door.

V. Helpfulness

1. To one's teacher: Children should be given the opportunity and encouraged to do things for the teacher, such as cleaning boards, watering plants, etc.
2. To other children.
3. To the janitor.

Note.—Relate this topic to *Obedience, Cleanliness, Orderliness.*

VI. Kindness to Animals

See suggestions for teaching this topic, p. 32.

The division of civic virtues into A and B work is somewhat arbitrary. As has been stated, the purpose of the course is that these civic virtues shall become fixed as habits as soon as possible. The teacher, therefore, should begin to train the children in the formation of such habits from the beginning of the term as opportunity may offer. Instruction in the civic virtues, however, in the form indicated by the suggestive lessons, should be deferred until the half-year indicated.

Suggestions on the Teaching of Obedience

The work of the teacher in developing the habit of obedience begins with the moment the newly admitted child comes to the room. This problem is a constant one and cannot be deferred until a civics period is reached.

Before the work of the class can be fairly begun the children must become accustomed to the teacher, understand directions which she gives, and begin to form the habit of obedience. At this point, therefore, the problem of the teacher is not primarily one of instruction but one of habit formation.

The first obedience will be simply a response to the teacher's authority. As the children come to know the teacher better the motive should be brought over from obedience to authority to a desire to do the right in order to win the approval of the teacher. From this point on the effort may be made toward developing in some simple way a class spirit for obedience.

From time to time as occasion offers the teacher should take advantage of situations arising in the class. A good story which fits a situation may be used to bring before the class the point which the teacher wishes to present.

The question of obedience to others in authority will have to parallel the work of obedience to the teacher. Most of the teacher's effort along this line will depend upon actual conditions arising in and around the school.

Suggestive Lesson—Cleanliness

The topic of cleanliness may be approached by the telling of a story, the story here selected being "The Pig Brother." The motive for this lesson could be established in the minds of the children by a reference to dirty hands. This reference should not be made too prominent, but sufficiently so to afford an opportunity for the telling of the story. In doing this, care should be taken not to wound the feelings of any child.

In the telling of the story each part should be made to stand out distinctly and produce a picture in the child's mind. The teacher should, as far as possible, act out the story. There should be no attempt to point the moral. When the story has been completed, it should be dropped and some other line of work taken up.

At some other period, either on the day of the telling of the story or soon afterward, the teaching of a simple

song having some reference to personal cleanliness might be begun. If there are any points of connection or resemblance between the story and the song, they might be mentioned incidentally by the teacher. The words of the song may be memorized by the children, and used whenever desired.

A few days after the first telling of the story, it may be repeated if the teacher so desires, and the children encouraged to talk about the characters involved. Pictures of the child, the angel, and the animals mentioned in the story might be used as illustrations.

From this it is a very easy step to playing the story or dramatization. This should be spontaneous, the teacher guiding the children to the point where they will want to play "The Pig Brother." The less formal this play is made and the freer the children are, the more successful will be the result.

During some game or relaxation period, the children should play "The Pig Brother," or any other game which might have a bearing on the subject of cleanliness.

At no point during this work is there to be direct instruction, but the children should be brought to feel that cleanliness is a thing to be desired and obtained.

SECOND GRADE

Introduction

The teacher of the second grade is to make herself familiar with the work which has been done in the first grade. While the work throughout the entire course is intended to be cumulative, it is not the intention that the work of each grade should begin with a review of the work of the previous grade. This cumulation of the work means first, that the teacher shall see to it that the habits of right action formed in the first grade are continued; and second, that each new topic shall be treated in the light of the work already taught and shall show constantly any interrelationships which may exist. This does not mean, however, that if the teacher finds the children lacking in the exercise of any of the civic virtues of the first grade she shall not endeavor to teach these virtues.

The teacher must ever keep in mind that the chief criterion of her work is to be found in the conduct of the children.

2 A

I. Punctuality

1. At school: Arrival; impress on the children the necessity for being in their classrooms on time; obedience to commands and signals—require the children to be prompt in forming lines in the school yard and in other mass movements; the necessity for bringing in exercises, reports, etc., promptly.
2. At home: Show the children the need of so regulating their affairs at home, such as rising when called, running errands, etc., as not to interfere with their prompt arrival at school.

Notes:

The teacher should strive to develop in the children the habit of punctuality. Begin to show the effects of the individual's tardiness on the group and to develop a class spirit against tardiness.

The influence of the teacher's example is of great importance.

Relate this topic to *Obedience* and *Helpfulness*.

II. Truthfulness

1. In dealings with school authorities—teachers, principal, janitor: In admission of wrong-doing; in work, action and speech; in making complaints; in reporting school happenings at home.
2. In dealings with other children.
3. To parents.

Notes:

The influence of the teacher's example must be kept constantly in mind. The confidence of the children must be secured. Promises which are not to be kept must not be made. Do not create a situation which tempts a child to lie.

The teacher should distinguish carefully between untruthfulness and romancing. An effort should be made to check gently the tendency toward romancing.

III. Care of Property

1. Personal belongings: Pride in the ownership of things kept neat and clean; what these things mean to us and how we want others to treat them.
2. School property: Care of books, pencils, desks, walls, yard; try to arouse pride in the school and its appearance.
3. Belongings of other children. The Golden Rule.
4. Neighborhood property: Try to arouse pride in the appearance of the neighborhood.

Notes:

The teacher should respect the child's property.

Relate this topic to *Obedience, Cleanliness, Helpfulness*.

2 B

IV. Fair Play

1. Between teachers and children.
2. Between principal and children.
3. Between the child and other children.
4. Between janitor and children.

Note.—Practically every school activity affords an opportunity for the practice of this virtue. The teacher must play fair in all her relations with the children.

V. Safety

1. At school: The fire drill; danger of tripping other children, pushing in the lines on the stairs, rough play; taking care of smaller children.

2. On the street: The dangers of the street—wagons, automobiles and trolley cars; crossing the street; playing in the street; danger in touching fallen wires; the bonfire; how we may protect others by throwing fruit skins, etc., into the proper receptacles.

NOTE.—Relate this topic to *Obedience, Cleanliness, Orderliness, Helpfulness.*

VI. KINDNESS TO ANIMALS

See suggestions for teaching this topic, p. 32.

The division of civic virtues into A and B work is somewhat arbitrary. The purpose of the course is that these civic virtues shall become fixed as habits as soon as possible. The teacher, therefore, should begin to train the children in the formation of such habits from the beginning of the term as opportunity may offer. Instruction in the civic virtues, however, in the form indicated by the suggestive lessons, should be deferred until the half-year indicated.

SUGGESTIONS ON THE TEACHING OF PUNCTUALITY

The class should furnish the motive for this series of lessons. On a day or succession of days when every child arrives at school on time attention should be called to the fact. The children should have pointed out to them that no time has been lost, that everybody began work together, and that their work was not interrupted by the arrival of a late-comer. The children should be led to see that punctuality is a desirable thing, that it makes for the happiness of every one, and that tardiness is undesirable, defrauding others of their rights and making for unhappiness. The application of the Golden Rule just here is evident. Aim to develop a class spirit of punctuality.

The teacher should endeavor to have the habit of promptness in arriving at school tied to the habit of promptness in forming lines, obeying signals and commands, in the performance of all school tasks, in rising in the morning, in going errands.

By means of stories the unfortunate results which sometimes follow tardiness may be brought out. In each instance compare the result of tardy action with that of prompt action. The positive side should be stressed.

Suggestions on the Teaching of Care of Property

The care of pencil, crayon or book forms a good starting point for the treatment of this topic. The teacher should strive to arouse in each child a feeling of ownership in such school materials as are given to him and pride in caring for them. The new box of crayons or the new book affords an especially good opportunity for doing this. The teacher should let the child know what she expects of him in regard to the care of the crayons or the book. Good results will come rather as a result of the teacher's vigilance than as the effect of her talk. The child has kept something in good condition, and because he has done so he will be the more likely to care for other things. Praise for care of property will go a long way toward fixing the habit of carefulness. Properly managed competition between children to see who can keep the book clean longest, or the crayons from being broken, may prove of value. Often a story invented by the teacher to fit a particular incident in the class will prove of value in keeping up interest. Beginning with the care of some one or two things belonging to the individual, the work should gradually be extended to a number of things which are general property. The care of the floor, the walls, the school yard and neighboring property will form steps in the development of the topic.

THIRD GRADE

Introduction

The course in civics for the first and second grades has aimed to lay the foundation of good citizenship by training the child in some of the fundamental civic virtues. The work so far, therefore, has been primarily a training in morals and manners. Work of this nature is to be continued in the third grade. In such work the teacher should see to it that good habits which have been formed are strengthened and that other habits of a desirable nature are given definite opportunity for growth. The new topics introduced in the third grade should be treated in the light of the work previously taught and whenever possible should be correlated with the previous work.

As contrasted with the civic virtues, in this grade the course begins to touch upon civic topics which are more concrete in their nature. The child should now think about civic matters in the simplest form possible. Every child is interested in persons who contribute to the satisfaction of such needs as food, clothing, shelter, fuel and health. A study of persons who are engaged in occupations contributing to the satisfaction of these needs therefore forms the additional content of the course for this grade.

In the selection of topics and methods of presentation the teacher should always keep in mind that the work should deal with life-situations. The immediate interests of the children and the local environment of the school should weigh strongly in the selections made. In order to give the teacher every opportunity to make her instruction most effective, she is not limited to the occupations mentioned, but, with permission of the principal, may substitute others if they seem more applicable to her class.

The teacher, therefore, is given great freedom in the work of this grade. The fundamental ideas which she should develop in the course of the year's work are the idea of service rendered each to each, the idea of the need of one for the other, and the idea of the duties arising out of such human relationships. Other ideas which should be developed are those of the nobility of work, respect for all occupations, and respect for persons engaged in these occupations. The teacher should also endeavor to leave in the minds of the children a residuum of knowledge which will help them to comprehend some of the basic facts of our complex civilization. The teacher must always keep in mind, however, that mere fact-getting is unimportant, and that facts are of value only as far as they are applied in the development of the ideas which constitute the real background for the year's work. In all this work, splendid opportunity is afforded to teach in a natural setting the civic virtues of this and previous grades.

3 A

I. Thoroughness

1. In school work: Each task should be done with care; strive to develop in the child the habit of keeping at his work until it is completed; try to develop self-dependence.

   Note.—If perseverance and self-dependence are to be given favorable conditions for growth, the teacher must not require more work than can be completed in the time allotted.
2. At home: Thoroughness in performing school tasks at home; thoroughness in all other duties.
3. In obedience to the rules of the school.

Note.—Relate this topic to *Obedience*, *Cleanliness*, *Orderliness*, *Helpfulness*, *Care of property*.

II. Honesty

1. Regarding the property of others: School supplies; care and prompt return of borrowed articles, including library books; what to do with articles we find; making amends for injured property.
2. In work: In preparing lessons; in performing other duties.
3. In play: Playing fair.

Note.—Relate this topic to *Thoroughness*.

3 B

III. Respect

1. For parents and older persons.
2. For those in authority: The teacher; the principal; the janitor; the policeman.
3. For those who are serving us: This should be taught in connection with the study of occupations introduced in this grade.
4. For other children.
5. For the flag.

Note.—Relate this topic to *Courtesy* and *Helpfulness*.

IV. Kindness to Animals

See suggestions for teaching this topic, p. 32.

The division of civic virtues into A and B work is somewhat arbitrary. The purpose of the course is that these civic virtues shall become fixed as habits as soon as possible. The teacher, therefore, should begin to train the children in the formation of such habits from the beginning of the term as opportunity may offer. Instruction in the civic virtues, however, in the form indicated by the suggestive lessons in the first and second grades, should be deferred until the half-year indicated, the presentation, of course, being adapted to the maturity of the children.

* * *

Additional content of the course for the third grade is to be found in a study of some of the following topics or any other topics dealing with occupations which the teacher and principal may select. The topics selected must be such as to lend themselves readily to a development in the minds of the children of the ideas of service, dependence and interdependence, and reciprocal duties. In the selection of topics the teacher should be guided by the interest of the class:

3 A

1. The baker, the milkman, the butcher, the grocer, or any of the other people who supply us with food.
2. The tailor, the dressmaker, the shoemaker, or any of the other people who supply us with clothing.

3 B

3. The bricklayer, the carpenter, the painter, the plumber, or any of the other people who supply us with shelter.
4. The coalman, the miner, the woodman, the oilman, or any of the other people who supply us with fuel.
5. The physician, the druggist, the nurse, or any of the other people who help us keep well or aid us when we are ill.

Suggestions Concerning General Method

The purpose of the work in this grade is to develop in the child some idea of the many services which are being rendered to him, how dependent he is upon the people who are serving him, and what his duties are to those rendering service and their duties to him. As opportunity affords, the notion of interdependence should also be developed.

The material which has been selected to be used in the development of these ideas consists of a study of a few of the many people who are engaged in various occupations which render service. To the child it should seem that he is studying simply about people and what they are doing. It is the baker, the carpenter, the physician, in whom he is to be interested. In this sense the work is biographical. The child is not studying about service, or dependence, or interdependence, or duties, as such, but about people. These underlying ideas of service, dependence, interdependence and duties are for the child only as they slowly grow upon him as he studies about people. To the teacher, they are the ultimate aim. If achieved even in part they will be the result of a slow process.

There are, then, two important aspects of the work of the grade:

1. The child should be led to take an interest in the people who are working all around him. He knows about them already. There may be very little of new material given to him. The important thing is that he think about these people and have his interest aroused.

2. The teacher should develop, very simply, the fundamental ideas of service, dependence and interdependence, and reciprocal duties.

The method employed should be conversational, the children being encouraged to talk about the topics. This method may be supplemented by story-telling, reading from suitable books, visits to see the various people at work, etc. The part of the teacher should be that of a guide. If the teacher is governed in her selection of topics by the interest of the children most of the material will be supplied by them. The extent of the treatment should depend on the interest of the children. The ideas of service, dependence and interdependence, and duties should not be forced into the discussion, but should grow naturally out of the treatment of the topics as they are taught.

The idea of service should grow out of the conversations about the various characters studied. Each person mentioned touches a great many others who are rendering service. The study of the baker naturally leads to at least a mention of the farmer, the miller, and a number of other people concerned in the production and transportation of the materials used in the making of bread. It is not necessary to be constantly pointing the moral of service. If the children are brought to think and talk about the people who are working for them the idea of service will develop.

In the treatment of each one of the characters concerned in the supplying of a given need, such as food, the ideas of dependence and interdependence will appear. The baker is dependent on the miller, the farmer, and many others for the materials which he needs. When a sufficient number of the people engaged in supplying us with food has been studied it might be well to show how dependent we are for our food upon others. The following outline, which is applicable in teaching any of the topics assigned to this grade, may be found helpful:

1. By conversation develop the idea of our need of food.

2. Have the children name some of the articles of food which we now enjoy but which we would not have were it not for the work of others. Compare the food which our ancestors had, when they had to supply it all for themselves, with the food which we have to-day.

3. Show how in return for the special service each child's father, mother, brother or sister renders he receives the results of the labors of a multitude of others.

4. Develop very simply the idea of interdependence of men. For example, show how the bread which the child had for breakfast was produced by the work of the baker, the miller, the farmer; how each of these is dependent on the other; and how the child's father, mother, brother or sister may be rendering a service which supplies some need of these men.

5. The development of the idea of reciprocal duties will be incidental to the discussion of the various people considered. Opportunity is here given for reviewing the civic virtues already taught. The following outline is merely suggestive. It is for the teacher only and under no circumstances is it to be given to the class as an outline.

RECIPROCAL DUTIES

(a) In our relations to those who are serving us we should:

Respect the one rendering worthy service and the occupation whatever it may be.

Be honest in all our dealings.

Be courteous: Be considerate of the feelings of all who serve us.

Be punctual: Help tradesmen by answering the bell promptly; pay our bills when due.

Be truthful: Not misrepresent our case to gain an advantage.

Be helpful: Avoid making unnecessary complaints; make things easy for those who are serving us.

(b) We expect those who are serving us to be:

Honest: We will not deal with dishonest tradesmen.

Faithful: We expect the tradesmen to serve us faithfully.

Clean: We will not deal with tradesmen who are dirty or who keep dirty stores, etc.

Courteous: We like to deal with a person who is polite.

Truthful: We insist on getting what we ask for; goods must not be misrepresented.

Orderly: Neatly arranged goods are more attractive than slovenly arranged goods.

Suggestive Lesson—The Baker

This topic might be introduced by a conversation with the class on the subject of breakfast. The children will name readily a number of articles of food which they have had for breakfast. Care should be taken not to bring into prominence nor to offend the child whose meal has been meager. Among the articles mentioned will probably be bread and rolls.

When bread and rolls have been mentioned, the conversation should be turned toward these particular articles of food. The questions "Where did the bread come from?" "How was it brought to your home?" etc., will lead to the subject of the bakery and the baker. When interest has been aroused in these subjects the lesson might be dropped with the suggestion that the children find out all they can about the baker and his work.

At the beginning of the next civics period the children should be encouraged to tell what they have found out about the baker and his work. In the discussion the teacher might have the children mention the various things which the baker needs in his work and perhaps list them on the board. At this point in the work, some one article might be selected for particular study, for example, flour. In this and in the succeeding periods the

children should be led to talk about the flour. Such subjects may be discussed as "Who makes the flour?" "A visit to a flour mill," "How flour is made," "Where the wheat comes from," "The farmer and the wheat," "How the wheat is carried to the mill." It should be kept in mind, however, that the topic is not to be treated as if it were geography. The purpose is not the imparting of information about flour, wheat or bread, but such information is simply the means for developing the ideas of service, dependence and interdependence, and duties. The dependence of the farmer on others for his plow, etc., the miller on the farmer and the railroad, the baker on the miller, and our dependence on all, form an excellent means for picturing to the child the dependence of man.

Such subjects as the delivery of bread, emphasizing cleanliness, etc., will furnish material for valuable lessons of real civic nature.

Suggestions on the Teaching of the People Who Supply Us With Shelter

If so desired this topic might be approached from the historic side. The teacher could devote two or three short periods to the study of the development of our houses from the houses of primitive man. Children who are familiar with "Ab, the Cave Man," "Tolmi of the Tree Tops," the Dopp books, and others of similar character, will be able to give most of this information, the teacher bringing out any points needing emphasis and supplementing the children's knowledge when necessary. To other children the teacher can tell the story of the people who lived in trees and in caves and who later learned to build very rude houses for themselves.

These rude houses may suggest to the children the wigwams of the Indians, and these in turn will probably be found to be associated in their minds with the log houses of the early settlers. The story of these early houses will serve to stimulate the interest of the children in the topic, and later on may be used as a basis for comparison with their present houses.

Before beginning a study of our present houses a visit to a building operation would be valuable, so that the children may see the stone masons, bricklayers, and carpenters at work. The children will probably be able to give a more or less complete list of those who are engaged in building our houses. This list will depend on the knowledge of the children, and will probably vary in different localities. It need not be exhaustive.

The teacher must keep in mind that the aims of the work are to bring the children to realize the service which these people are rendering and our dependence on them. Any detail which may be given should be regarded as of importance only as it adds interest and assists in the development of the underlying aims.

Some idea of the interdependence of different members of the community on each other may also be developed. For example, the carpenter is able to devote all his time to the building of houses because the farmer, the tailor, and others are working to provide him with food and clothing. These examples should be given by the children and will be determined by their individual experiences.

Splendid opportunity is afforded in all this work to teach in a natural setting the civic virtues of this and previous grades.

FOURTH GRADE

Introduction

The teacher of the fourth grade is to make herself familiar with the work which has been done in the previous grades. While the work throughout the entire course is intended to be cumulative, it is not the intention that the work of each grade should begin with a review of the work of the previous grades. This cumulation of the work means first, that the teacher shall see to it that the habits of right action formed in the previous grades are continued; and second, that each new topic shall be treated in the light of the work already taught and shall show constantly any interrelationships which may exist. This does not mean, however, that if the teacher finds the children lacking in the exercise of any of the civic virtues of the previous grades she shall not endeavor to teach these virtues. The teacher must ever keep in mind that the chief criterion of her work is to be found in the conduct of the children.

In the work in civics in the fourth grade the idea of service is still the dominant note. The work differs from that of the third grade, however, in that the people who are being studied render a service which is primarily civic. A study is made of the public servants, both those who are directly in the employ of the community and those who, although employed by private individuals, are, through contract, engaged in public service. In the study of these various people it should be kept in mind that the purpose is to see the service rendered, and that the acquiring of information is but incidental. The method should be biographical. Stories, conversations, or reports made by children on topics investigated afford excellent means of presenting the work of the grade. The work should be so treated as to arouse in the children an interest in these public servants, a friendly feeling toward

them, and a desire to aid them in the services they are rendering.

4 A

I. COURAGE

1. Physical—through stories of heroic acts.
2. Moral—in truthfulness and honesty.

II. SELF-CONTROL—in act and speech

1. At home.
2. At school.
3. At play.

NOTE.—In the treatment of this, as of other topics, the teacher's example is of great importance.

III. THRIFT

1. Care in the use of school supplies: The economical use of paper, books, pencils, crayons, pens.
2. Care of clothing: Those who provide our clothing for us; how we should take care of it.
3. The spending of money: What money is for; the wise use of money.
4. The saving of money: The home bank; the school bank; the savings bank; encourage the children to save for some definite object a part of the money which is given to them or which they may earn.
5. The saving of time.

NOTE.—Relate this topic to *Care of property, Punctuality.*

4 B

IV. PERSEVERANCE

1. In work: At home; at school.
2. In well-doing.

NOTE.—Relate this topic to *Thoroughness.*

V. KINDNESS TO ANIMALS

See suggestions for teaching this topic, p. 32.

The division of civic virtues into A and B work is somewhat arbitrary. The purpose of the course is that these civic virtues shall become fixed as habits as soon as possible. The teacher, therefore, should begin to train the children in the formation of such habits from the beginning of the term as opportunity may offer. Instruction in the civic virtues, however, in the form indicated by the suggestive lessons in the first and second grades, should

be deferred until the half-year indicated, the presentation, of course, being adapted to the maturity of the children.

* * *

Additional content for the fourth grade consists of a study of the following topics:

4 A

I. The Policeman

1. Stories of police heroism.
2. What the policeman does for us: Protects our homes; sends in alarm in case of fire; keeps watch while we are away, etc. Protects us on the streets by reporting cave-ins and putting up warning signals, etc. Protects us at street crossings from horses, automobiles, cars, etc.
3. How we may aid the policeman.

Note.—Relate this topic to *Obedience, Helpfulness, Care of property, Respect, Self-control, Courage, Fair play, Safety.*

II. The Fireman

1. The story of a fire: The alarm; the race to the fire; how the firemen fight the fire; stories of heroic acts of firemen.
2. A visit to a fire station: The engines; the firemen always ready to respond to an alarm; the horses; the automobile service; what takes place when an alarm of fire is sounded.
3. Prevention of fires: Care in the use of matches—the rule of the United States Forestry Service: Break your match before throwing it away; the danger of playing with fire; the uses of fire when it is man's servant; its dangers when it becomes master; stories of great fires, loss of life, property, etc.
4. Giving alarms in case of fire: How alarms are sent in; false alarms.
5. Precautions to insure personal safety: Care in the use of inflammable or explosive materials; keeping hallways, fire escapes and other exits clear of obstructions; noting location of exits; keeping cool in case of fire—how easy it is for every one to get out if all keep cool—danger from panic—aiding the weak.

Note.—Relate this topic to *Safety, Self-control, Courage.*

III. The Postman

1. The story of a letter: How it is posted; the collection; the sub-postal station or the post-office; how a letter travels; the letter ready for delivery.
2. The postman: How often he delivers mail in your neighborhood; some of the things which he has to do; rural free delivery service.
3. A visit to the post-office: What we see; the sorting; stamping, etc.
4. How we may help the postman: Addressing letters prŏperly; writing distinctly in addressing letters; placing the stamp properly; answering the bell promptly for the postman; saving time by having a letter box.

Note.—Relate this topic to *Helpfulness.*

4 B

IV. The Street Cleaner

1. Our streets—the hallways of the city.
2. The people who use the streets.
3. How the streets become dirty: The dirt caused by carelessness.
4. The story of the men who clean the streets: How the streets are cleaned.
5. How clean streets make for health.
6. How we may aid in keeping our streets clean.

Note.—Relate this topic to *Cleanliness, Helpfulness, Safety, Respect.*

V. The Garbage Collector

1. Garbage—waste food: Care not to throw away any food that can be used.
2. The garbage can covered. Why?
3. The relation of decayed garbage to health—flies.
4. The garbage collector: What he does for us; when and how he makes his collections—the covered iron wagon; what is done with the garbage.
5. Importance of observing city regulations.

Note.—Relate this topic to *Cleanliness, Helpfulness, Safety, Respect, Thrift.*

VI. The Ash Collector and the Rubbish Collector

1. The ashes in our houses: Keep in metal receptacles if possible to avoid fire.
2. The rubbish in our houses: Danger of allowing rubbish to accumulate—fire—health; danger of fire from mixing ashes and rubbish.

3. The ash collector and the rubbish collector: What they do for us; when and how they make their collections; the wagons they use; what is done with the ashes.
4. Importance of observing city regulations.

NOTE.—Relate this topic to *Cleanliness, Helpfulness, Safety, Respect.*

SUGGESTIONS ON THE TEACHING OF THRIFT

A beginning for this work has been made in the second grade under the topic *Care of property.* Children should be taught how to make the best use of the materials which are furnished them or with which they may supply themselves and to exercise economy in the use of materials with which they are working.

Teachers should talk with the children about the care which they should take of their clothing. Hats or coats which have been thrown carelessly on the floor of the cloak room or on the playground may be made to serve as a motive to bring this topic to the attention of the children. The appeal may be made through the story of the sacrifice which the parents may be making to clothe their boys and girls.

The teacher should strive to develop in the children the idea that money is of value to us only as it enables us to purchase those things which we need. The thought that the wise spending of money is as important as saving should be brought out. Opportunity is afforded at this point to teach how one may secure the greatest return for the expenditure of money for food and other necessities.

If the school has a school bank this will afford an excellent opportunity for the teaching of the topic of saving. The demonstration of the fact that money when placed in a savings bank works for us and brings an actual return will often lead to the habit of saving. The difference between saving and hoarding money should be shown. Our money in the savings bank is not lying idle but is actually working for us.

Children should be taught to make the best use of their time. When a child has finished his own tasks before the remainder of the class, he should be encouraged in the habit of finding something profitable to do.

Suggestions on the Teaching of Kindness to Animals

One of the most effective methods of teaching kindness to animals is by means of the story. The general method of handling this has already been illustrated in the suggestive lesson on *Cleanliness* in the first grade. Similar lessons, adapted in their presentation to the maturity and intelligence of the children, should be given in the second, third and fourth grades. In the fourth grade, also, the attempt might be made to have the children read in the course of a term some such story as "Black Beauty" or "Beautiful Joe."

Advantage should be taken of the opportunities which are afforded in the lessons on birds and animals in other school subjects. Pictures of birds and animals may be collected by the children or the teacher and used as a basis for conversation. If the school is so located as to afford opportunity for the observation of birds in a public square or park, a bird calendar might be kept by the children. In the upper grades the boys might be encouraged to build bird houses. The children should be encouraged to tell of acts of kindness to animals which they have done or may have seen others do.

Suggestive Lesson—The Policeman

Since the third grade deals so largely with groups of people who render service to the child and his home, the attention of the children in the fourth grade can readily be directed to the service the policeman is rendering each child in the school as he stands in front of the school before the opening of each session, and also to the service rendered by other policemen who assist the children in their safe passage across the busy streets.

Later in this connection stories of police heroism may be told. From these stories should be developed the idea

of the services rendered the community by the policeman —the sentinel who guards the life, health, and property of the public. In this, or in a somewhat similar manner, should be built up in the child's mind the notion that the policeman is his friend and that as a friend he should be aided in the performance of duty when possible. By conversation the children may be led to see the various ways in which each member of society can assist the policeman. Such a treatment of the subject would in itself correlate this topic with most of the basic civic virtues contained in the course and thereby tend to make them living things for the child.

No mention should be made of the municipal government, the Department of Public Safety, nor the organization of the police force under the lieutenants, sergeants, etc., except so far as they are introduced by the children themselves and even then they should be relegated to the background. Such matters are to be reserved for discussion in the higher grammar grades.

Suggestive Lesson—The Fireman

A dramatic approach to the study of the fireman may be made through the story of a fire. The discovery of the fire, the alarm, the race to the fire, the arrival, the work of the firemen in rescuing those who are endangered, and the putting out of the fire—all should be vividly described. Little difficulty will be experienced in arousing the children's interest and in creating a lively discussion on these subjects. Stories of heroic acts of firemen may be told by teacher or children or read from the reader.

If possible a trip should be made to a fire station. Arrangements should be made in advance with those in charge at the station. In the civics period following the visit the children should be given opportunity to talk of their experiences at the fire station and to tell what they saw. A talk to the children by some one at the fire station on the danger from fire and how fires might be avoided would be most valuable.

Definite instruction should be given on the subject *Prevention of fires.* The reading of some good book such as "Firebrands" by the class would be one of the best ways to give this instruction. If this is not possible then the teacher might read or tell stories from the book. The great loss to our country through fire each year in both life and property should be brought out and the fact emphasized that the greater part of this loss is the result of carelessness and therefore unnecessary. The necessity for taking every precaution against the outbreak of fire should be stressed. The children should be led to discuss what they can do to prevent the outbreak of fire as well as how to act in case of fire.

The subject *Giving alarms in case of fire* should be most carefully handled. The trouble and expense caused by false alarms should be shown. By means of stories the children may be led to see how false alarms may result in loss of life by accidents which are likely to happen in the race in response to the false alarm. The fact should also be brought out that great loss of life and property may accompany a false alarm in that it may keep the firemen from responding to a true alarm.

This topic is closely related to *Courage, Self-control, Safety* and other civic virtues. The numerous points of contact will afford the teacher excellent opportunity to strengthen the lessons on the civic virtues through disguised repetition.

Suggestive Lesson—The Street Cleaner

An interesting approach to this topic might be made by telling the children the story of the beginning of street cleaning in Philadelphia as it is related by Benjamin Franklin in his "Autobiography." The children will probably be interested in comparing the unpaved streets of the city in Franklin's time, and the services of the city's one sweeper, with the paved streets and the uniformed street cleaners of to-day. The teacher should guide the conversation which follows so that it will lead to the question as to whether the streets in the neighborhood of the school are clean. The differences of opinion

which the answers to this query will bring out will lead to the question, "How can we find out whether our streets are clean or not?" The children will probably suggest, when guided by the teacher, that each one observe carefully the condition of the streets on the way to and from school and be ready to report to the class at the next civics period.

Following the report on the cleanliness of the streets in the neighborhood of the school the teacher might develop the idea that the streets are the hallways of the city. It will be interesting to the children to see that the streets belong to them as well as to the grown folks and that they are in part responsible for their appearance. The teacher should strive to develop in the children a sense of ownership in the streets and a feeling of responsibility for their appearance, and a pride in their cleanliness. They should be led, if possible, to want to do something to aid in keeping their streets clean. As preparation for the taking of an active part in the work for clean streets the teacher might assign to the class the question, "How do our streets become dirty?" and have them observe how waste paper and other rubbish gets into the street and be prepared to report to the class of their findings.

At the beginning of the next civics period the children should be called upon to tell what they have observed, the teacher noting on the board the important points as they are mentioned. This list will probably include such items as papers blown from rubbish cans, papers thrown away by boys and girls, fruit skins, etc. In the conversation which follows the children should be led to see that most of the dirt which they have seen is the result of some one's carelessness. The first step in a practical program for clean streets might now be taken by having the children want to refrain from throwing papers, fruit skins, etc., into the streets.

The methods of street cleaning will be found to be interesting. Individuals or groups of children might be assigned to find out about different methods of street cleaning and to report their findings to the class. In

such work the children making the reports may be made to feel responsible for the lesson, even to the point of trying to answer questions which other children may raise. The collection of pictures of the apparatus used in cleaning the streets, of pictures of dirty streets and clean streets, will help to hold the interest of the children. The writing of short accounts of things they have seen or read, and the illustrating of these accounts with pictures or drawings, will be found to be of value. Bulletins and posters issued by the Bureau of Highways, magazine articles, newspaper clippings, etc., might be used as exhibits.

The children should be made familiar with the city regulations, especially those concerning the disposal of garbage, ashes and waste, the throwing of papers, etc., into the streets. They should be led to see the reasons for such laws. The teacher should strive to develop a sympathetic attitude of mind on the part of the children toward these laws.

Excellent opportunity is afforded in this work to teach in a natural setting the civic virtues of this and previous grades. The children should be led to respect the service which the street cleaners are rendering and to realize the value of and necessity for their work.

FIFTH GRADE

Introduction

In the third and fourth grades a study was made of some of the people who render service to the community. In the fifth grade a study is begun of some of the things which are civic in their nature and about which every intelligent citizen should have some knowledge. It is not intended that a detailed study be made of the various topics suggested. The extent to which the study should go is to be determined by the interest of the children. The principal object is to have the children thinking about matters of civic nature. As in the earlier grades, the work should be largely informal, consisting of conversations, visits, reports by the children. The work of the September-January term aims to arouse the interest of the children in such matters of civic nature as water, gas, electricity and the telephone; that of the February-June term to give the children an intimate knowledge of the places and activities of civic interest in the neighborhood. The study of the *City beautiful* affords opportunity for constructive work by the children, who should be encouraged to take an active part in this movement.

September–January

I. Water

1. The house supply: Places in our houses where we can get water—the kitchen, the bathroom, etc.; the inconvenience or even suffering which might be caused by our supply of water being shut off.

2. Uses to which water is put:
   In our houses—drinking, washing, cooking, etc.
   In large buildings—manufacturing; the water tank.
   In the streets—street sprinkling, street cleaning, fire-fighting; the high pressure system.

3. How the water is brought into our houses: Trace the water back in the pipes to the service pipe which supplies the house, and thence to the street main; the large number of houses supplied with water from this one main; the wonderful network of water pipes beneath the streets in our great city; the great mains which supply the smaller ones.
4. Where the water comes from: The story of a visit to the water works; the sources from which the water is obtained; the great pumps which force the water into the reservoirs; how the reservoirs distribute the water through all the mains and pipes in the city.
5. How the water is made clean and pure: The story of a visit to a filtration plant; what happens to the water; the people who live along the river should be careful not to allow filth to drain into it.
6. Where the waste water goes.
7. How the people in Colonial days in our city got their water: The river, the stream, the well, the pumps, the old wooden water pipes, the first pumping station where City Hall now stands; the inconveniences which people had to endure; present-day conditions in rural districts.
8. How important the water supply is to every one in the city: The co-operation which makes possible our present water supply.
9. How the men who are employed in the water works, those who lay and attend to pipes, etc., serve all the people.
10. Our duty in regard to the water supply: The great value of water to us all; the cost of furnishing so much water; ways in which water is wasted; ways in which this waste may be prevented; the water meter.

II. Gas

1. The house supply: Places in our houses where we have gas; the uses to which we put gas in our houses—lighting, heating, cooking, etc.; comparison with methods used in Colonial days in doing these various things.
2. How the gas is brought into our houses: Trace the gas pipes through the walls of the house to the cellar; the gas meter—how to read it; the network of pipes under our city streets; the gas mains; comparison with water supply.

3. Where the gas comes from: The story of a visit to the gas works; how the gas is made—story told very simply if children are interested; how the gas is stored in great tanks and forced to all parts of the city.
4. How the people who manufacture gas or aid in its distribution serve all the people: How their faithfulness makes it possible for us to have gas to use at all times.
5. Care in the use of gas: The danger of explosion from gas; the slot meter—care in its use.

III. Electricity

1. The story of Franklin and his kite.
2. How electricity is carried: Comparison of telephone wires, electric light wires, etc., with gas pipes and water pipes; precautions taken in wiring buildings—insulation, inspection.
3. Uses to which electricity is put: Lighting buildings and streets; carrying messages—telephone, telegraph and wireless; driving street cars, trains, machinery; domestic purposes.
4. Where electricity comes from: Story of a visit to a power house.
5. Services rendered by the men who manufacture and aid in the distribution of electricity: Story of the hardship and perils of the linemen, particularly in time of storm.
6. Danger of touching fallen wires in the street.

IV. Telephone

1. Story of the invention of the telephone.
2. School telephone discussed: Its usefulness.
3. How messages are carried over telephone wires: The network of telephone wires.
4. Story of a visit to a telephone exchange: The operators—how busy they are kept; their faithfulness—how they are always ready to answer our call; how operators transmit fire and burglar alarms.
5. How we may help those who are rendering us this service: Correct method of using the telephone.

February–June

I. The Neighborhood

1. The school: Interesting facts about "Our school"—if any persons of prominence have ever attended the school they might be named; interesting stories about the name of the school; some idea

of the number of children in the school; the school as one of the large number of schools in our city; what the school is doing for its boys and girls; comparison with the ungraded country school; nearby elementary and high schools should be named and their locations taught; try to have the children feel a sense of ownership in the school and responsibility for caring for it; loyalty to the school.

2. The playground:
   The school yard; the games which are played there; fair play.
   The summer playground in the school yard; what the children do.
   Recreation centers and public playgrounds.
   The play street.
   The public bath.
3. The library: Where the nearest library to the school is to be found—how to go there; a visit to the library—the story-telling hour; how to become a member—encourage membership; how to find the books we want; how we may help the librarian; the care of books borrowed from the library; the idea of ownership in the public library.
4. Other buildings or places of general interest in the neighborhood: How to reach them; how to direct strangers to them; some idea of the service rendered there.

II. The City Beautiful

1. Trees for Philadelphia: How trees beautify the city; Arbor Day; how we may protect the trees—by using tree boxes, by destroying the tussock moth, by banding trees with tanglefoot.
2. Flowers for Philadelphia: How flowers beautify the city; planting and cultivating flowers to beautify our homes, our school, our squares and parks; care not to injure or destroy the flowers; what the schools are doing to help the children have flowers at home; the "Flowers for Philadelphia" movement.
3. Clean-up week: Talks on how dirt and filth are sources of disease; arouse interest in what the city is trying to do.
   Note.—Relate to *Street cleaner, Ash collector, Rubbish collector.*

4. Public square: The public square nearest to the school —show how it belongs to all the people; the square as a breathing spot—how it helps people in regard to health; the band concerts.
5. Fairmount Park: How to go there; a visit to the Park; some idea of the various places of interest.

III. Safety First

1. Sources of danger: Trolley cars; automobiles; wagons; wires, etc.
2. Ways of protecting ourselves from danger: The danger of playing on the street.
3. A safe and sane Fourth: Danger from fireworks to ourselves, to others; damage to property.

NOTE.—Relate to *The playground.*

Suggestive Lesson—Water

The outline of this topic, as it is given in the course of study, is suggestive of the order in which the various subjects might be taken up. It is not necessary, however, that this order be observed. The lesson might very well begin with the historic treatment, *How the people in Colonial days in our city got their water.*

The first step should be to arouse the children's interest in the subject under consideration. This might be done by means of a story, or by asking such questions as would make the children want to tell something which they know about the subject; it might grow naturally out of a history lesson, or any of a number of ways which the resourcefulness of the teacher suggests. The aim in the first period should be to bring the children to a point where there is something about which they want to know more. An individual or a group may be assigned to investigate. The investigation may take the form, for example, of visiting a water pumping station, questioning older persons, reading an account or a story to which the children have been directed by the teacher. The report on and the discussion of the material found by the children may consume all of the next period. The teacher should act as a guide to the conversation, and, by questions or suggestions, keep the conversation confined to

the subject in hand, and lead to new subjects to be investigated. Practically all the desired information can be obtained by the children and be given by them to the class. If it is impossible for the entire class to visit the water works, children should be encouraged to make the visit individually. Oral reports to the class by such children afford excellent training in oral expression as well as valuable civic instruction. The work should not be forced. When interest lags a change of subject would be in order. The collection of pictures of places and things connected with the city water supply will add to the interest in the work. Written reports should be illustrated with such pictures whenever possible.

Suggestive Lesson—Gas

The presence of gas-jets in the classroom affords an excellent opportunity for approaching this topic in a novel and interesting manner. The teacher strikes a match and lights the gas, looks at it a moment, and then turns it out. This act will catch the attention of the children and excite their curiosity, and this is exactly what the teacher intends. In the conversation which follows the gas may be traced through the pipe to the ceiling, down the side walls to the basement, until the meter is reached. How to read the meter might then be explained, using diagrams, and then the fugitive gas is traced to the street. The cover is then taken off the street and behold! there is exposed a perfect network of pipes and wires. One particular pipe is followed till it enters a huge tank, and then the class has arrived (in its mind's eye) at the gas works. If possible at this point plans might be made for a visit to a gas plant by the class, but if this can not be done then individuals might be encouraged to visit a gas plant accompanied by some older person.

The civics period following the visit of the class or of individuals to a gas plant should be spent in conversation on what was seen there or in discussing reports by the children who made the visit.

Such subjects as *The house supply, Care in the use of gas,* etc., could be treated by means of reports by the children. The teacher should be careful to impress on the children the care which they should exercise in the use of gas. At the close of the work a composition on gas might be written and illustrated with pictures cut from advertisements in newspapers and magazines.

Suggestive Lesson—The Library

In connection with some subject other than civics the teacher might make mention of a number of children's books, at least one of which she would like to have the children read. When it is discovered that the school does not possess some of these books the question could be raised at the next civics period as to how they might be obtained. Probably some children will be found who are familiar with the public library, and they should be given opportunity to tell the class how to obtain the desired books. A few skillful questions may serve to draw out from them such information as where the nearest library is, how to go there, and how one may borrow books. The teacher should strive to arouse such interest as will make the children who have never been to the library anxious to visit it.

Another method of introducing the topic would be to tell the story of the beginning of the public library in Philadelphia. This might be woven into the story of the life of Benjamin Franklin. Or again, by reading to the class a selection from a story which will be likely to interest them, make them want to hear the rest of the story, and then introduce them to the library as the place to obtain the books in which this and many other interesting stories may be found.

The next step would be to visit the library. If the day on which the library has its story hour is selected there will be an added attraction to the visit. After the story hour the children should be shown around the library. Most of the children who are not already members probably will be anxious to join. The teacher should

secure sufficient application blanks, the filling in of which might constitute a part of the next civics period.

In a series of discussions conducted for the most part informally in conversational style, points of interest in regard to the library might be brought out. Such subjects as the care of books might be introduced. As far as possible this work should be done by the children. The children should be encouraged to talk freely on the topic, and should be made to feel that they are contributing to the lesson.

SIXTH GRADE

Philadelphia—Its Industries and Occupations

Introduction

The work in civics in the first five grades has aimed to lay the foundation for good citizenship, first by developing in the child some of the fundamental civic virtues, and second, by arousing his interest in certain topics of civic importance, as found in his immediate environment. In the sixth grade, this study is continued, but the emphasis is on the industries of the city and the industrial life of its citizens. The distinctive aims of the work in the sixth grade are three: first, to develop in the child a proper pride in his city because of the important part which it plays in the industrial world; second, to give him information which will help him to select wisely an occupation; and third, to bring him to see the desirability of continuing his education as long as possible so that he may become a more intelligent worker and a better citizen.

The material that has been selected for the grade is of such a nature that unless the teacher is careful in its interpretation its true purpose will be lost. Studies of particular industries or occupations may easily be overdone. An intensive study of any industry or any occupation is not intended. The fundamental purpose of the work of this grade is not the acquirement of detailed information concerning particular industries or occupations, but rather the acquirement of a point of view, which, by developing the aims already stated, will make for good citizenship.

The teacher should familiarize herself thoroughly with the work of the earlier grades, so that, when opportunity affords, she can show in their natural setting the application of the civic virtues to concrete life situations, and so that she can also develop naturally out of such

situations the ideas of service, dependence, interdependence and duty.

6 A

I. Approach

This should take the form of a discussion about work and workers familiar to the children, the purpose being to arouse an interest in the industrial life of Philadelphia and to make clear the difference between an industry and an occupation.

II. Industries for Which Philadelphia is Noted

The manufacture of locomotives.
Shipbuilding.
The manufacture of cars.
The manufacture of hardware: Tools, farm implements, locks, household utensils, etc.
Publishing of books and periodicals.
Iron and steel works.
Bridge-building.
The manufacture of textiles: Woolen and worsted goods; hosiery and knit goods; carpets and rugs; cotton goods; silk and silk goods; lace, etc.; dyeing and finishing textiles.
The manufacture of clothing, including hats and shoes.
The manufacture of paints.
The manufacture of leather goods.
The manufacture of drugs and chemicals.
The manufacture of confectionery.
The manufacture of soap.
Refining of sugar.
Refining of oil.

Note.—The preceding list comprises industries which have played a leading part in giving Philadelphia its present importance as an industrial city. The list is not exhaustive. Other industries, especially such as are of leading importance in various sections of the city, may be taken for study in the respective sections. In general, the choice of industries for study is to be made by principal and teacher.

6 B

III. Approach

The treatment of this topic should be similar to the treatment of the approach to 6 A grade, but should also deal with the need of choosing eventually an occupation and the service to be rendered to the community by useful work.

IV. Occupations

Industrial: Carpentry; bricklaying; masonry; painting; paperhanging; plumbing; cabinet making; machinist's trade; sheet metal work; foundry work; electrical work; printing; garment work; dressmaking; millinery; paper-box making; book binding; boot and shoe making; laundry work; jeweler's trade; mill and factory work.

Commercial: Salesmanship; telephone operating; stenography and general clerical work; advertising; real estate; banking and insurance; office and messenger service.

Professional: Architecture; law; medicine; dentistry; art; education; social service; journalism; nursing; librarianism; chemistry; pharmacy; engineering; ministry.

Miscellaneous: Farming (including truck farming, poultry raising, horticulture, floriculture, apiculture); the Army and Navy; civil service; domestic service.

Note.—In the study of occupations, frequent reference should be made to the industries. It should be shown, for instance, that a shipbuilding plant gives employment in a number of occupations. For the various kinds of mill and factory work, reference can be made to the industries. In general, the choice of occupations for study is to be made by principal and teacher.

V. Conditions of Work

Compulsory education.
Employment certificates.
How workers are protected.
Continuation schools.

Note.—It will be necessary for teachers to familiarize themselves with child labor and factory legislation, in order to handle adequately the topics which precede. For method of treatment see *Suggestions concerning general method.*

VI. Ethics in Business

Keeping a position.
How to advance.
Courtesy in work.
Fitting in with other people.

Note.—The aim in this instruction should be to stress truthworthiness and co-operation as first essentials to insure success to workers. For method of treatment see *Suggestions concerning general method.*

Suggestions Concerning General Method

The work in civics in the sixth grade is a continuation of the work of the previous grades. The teacher should make herself familiar with the work of these earlier grades so that she may teach the new topics in the light of what has preceded.

Opportunity will be found for study or review of the civic virtues of the first four grades as their practical application is seen in the discussion of particular industries or occupations. The practice of these civic virtues by the children in the various school activities should be a matter for the constant attention of the teacher.

The ideas of service, dependence, interdependence and reciprocal duties, developed in the previous grades, may be splendidly illustrated and emphasized in the industrial and vocational studies.

The work which is outlined for the 6 A grade as a study of the *Industries for which Philadelphia is noted* should be treated in such a way as to give a broad view of the city as an industrial center, and of some of the particular industries which have helped make Philadelphia famous. The principal aim of the work is to develop in the child a proper pride in his city because of the important part which it plays in the industrial world. The effort, therefore, should not be to develop geographic concepts, or merely to supply information, however valuable, but to produce an attitude of mind.

For the purpose of the work in civics the industries of the city may be regarded as falling into two classes: those which are of interest to practically everyone because of their importance and world-wide reputation, such as shipbuilding; and those which are of special interest to the children because of their location in the immediate neighborhood. Care should be taken that industries representative of both these classes are studied.

In the study of an industry a visit by the class to the plant being considered is the ideal method. When this is not feasible visits may be made by individuals and

reports of the visit given. Pictures, stories and descriptive material should be used to supplement the work. The use of the lantern will be valuable. The method in the class should be largely conversational, the children being encouraged to do the talking.

The study of *Occupations* outlined for the 6 B grade has two specific aims: first, to give the child such knowledge concerning the occupations as will guide him when later he comes to select his vocation; second, to bring him to see the desirability of continuing his education as long as possible.

The child who goes into industry should do so with his eyes open. The blind-alley occupations should be treated in such a manner as to cause him to see how undesirable they are. No worthy trade should be treated disparagingly. The effort should be so to treat each topic that the child will see how much to his advantage it will be to fit himself for the vocation in which he will be happiest and able to render the best service.

The ideal method of studying any occupation would be for the class to visit the places where people may be seen engaged in the vocation under consideration. When this is not feasible visits may be made by individuals who will report on what they have seen. Pictures, stories and descriptive material should be used to supplement the work. The use of the lantern will be valuable. The method should be chiefly conversational, the children being encouraged to do the talking. When descriptions of technical processes are given the controlling idea should be that of enhancing the interest and not of imparting technical information. The teacher must keep ever in mind the fundamental aims of the study.

The topics *Conditions of work* and *Ethics in business* play a twofold part in the work: first, as they are seen in part in the study of the various occupations; second, as separate topics when they are treated at the end of the grade work. Particular care must be taken in the treatmen of the subjects under *Conditions of work.* It is not intended that the labor laws, as such, be studied. Emphasis should be placed on the idea of safety for the

worker. The laws should be treated only in so far as they tend to make for the development of the aims of the grade work. Especial care must be taken that the material is not presented in such a way as to make children want to leave school and go to work.

Suggestive Lesson—Approach to the Industries for Which Philadelphia is Noted

The teacher might begin by asking if all the children have always lived in Philadelphia. It is likely that some children will say that they have not. The teacher can then lead them to tell where they came from and why the family moved to Philadelphia. If the children are not themselves newcomers they are likely to know people who have recently come. The reason given in a large number of cases will be that the father or mother expected to find work. This may lead to a talk about the possibilities of finding work in Philadelphia. The prospects seem to be good compared with other places or all of these people would not have come.

The names of the kinds of work mentioned may then be written on the blackboard and the children led to suggest more occupations. Each child may then be asked to copy the list, take it home and see if he can add to it, being encouraged to ask his father or mother for assistance. At the next lesson the results may be combined into a fairly large list of occupations. General talk about them should be encouraged and the children allowed to tell what they know and to state preferences. This will stimulate interest in the subject.

Perhaps at a subsequent period the teacher may lead the children to select and group those occupations which belong to one great industry. This could be done by asking a boy who had suggested the trade of boiler-maker to tell where the boiler-maker whom he knows is employed. If at a locomotive works, the inquiry would follow as to what other kinds of workmen went to that same shop and the reply would be moulders, riveters, etc. After such discussion the children should rearrange

their lists of occupations under the heads of the industries.

A lesson such as this will help to explain the difference between an occupation and an industry.

Suggestive Lesson—The Manufacture of Locomotives

The study of this industry might be begun by a conversation with the class about railroads. Most of the children have seen trains passing, and many have ridden on them. The conversation may easily be turned to the locomotive, the most spectacular, and, to the child, the most interesting part of the train. There should be little difficulty in arousing interest in the locomotive and a lively discussion about it. Pictures of locomotives may be used, and, if time permits, stories of railroad life may be told. The part which railroads and therefore locomotives play in the industrial and commercial life of the world should be brought out. Children may be assigned to find out in a general way how extensive railroads are in our own and other countries.

In the next civics period the extent of railroads may be considered, the children who have found material on this subject reporting to the class. When the idea of the wide use of locomotives in all parts of the world has been brought out, the question may be raised as to where they are manufactured. Newspaper articles, pictures from magazines, etc., bearing on the shipping of locomotives from Philadelphia should be used in developing the idea of the great part which our city plays in supplying the world's demand for locomotives. The conversation will probably turn to the Baldwin Locomotive Works as a pioneer and world-famous plant for the manufacture of locomotives.

At this point a visit to the plant would be desirable. If the trip cannot be made by the class, an illustrated talk by the teacher or some one else who has made the visit will be necessary. Individual members of the class should be encouraged to make the visit with some older

person and report to the class. The purpose of this work is not to cause the children to become conversant with the manufacture of the particular parts of a locomotive or their assembling, but to give them an idea of the plant as a whole. The children should have some notion of the size of the industry, and of the large number of men employed. They should realize to some extent the labor and service which makes possible the finished product. In the reports on the visit to the plant or in the talks about it, the teacher should stress the idea of the service which the people engaged in this industry are rendering.

The whole subject should be so handled as to make the child feel a pride in living in a city where an industry of such importance is to be found.

The extent to which this work should be continued will be determined by the time at the teacher's disposal and by the interest of the class.

Suggestions on the Teaching of the Manufacture of Textiles.

The teacher should select as introductory to this series of lessons some textile the manufacture of which is conducted in the section of the city in which the school is located. For purpose of illustration the subject of lace has here been selected.

Most of the children will probably know where lace mills are located, and also be acquainted with some of the people engaged in its manufacture. The showing of pieces of lace, followed by a story of the people who are especially skillful in the production of lace, may be used to introduce the topic. The children should be encouraged to talk freely about lace and to tell what they know of its manufacture. If a visit to a mill where lace is being made could be arranged it would be of great value. The talks and reports in succeeding periods should be freely illustrated with pictures.

The nearness of the industry and the children's familiarity with it will make it valuable as a type of

other industries which are not accessible to the class. The teacher should strive to bring out the value of the industry, first, to the neighborhood in giving employment to its people, and, second, to the city and to the whole country by providing for a need of the people. It is not intended that specialized processes within the industry be studied.

Following this study of the manufacture of lace, the manufacture of other textiles may be taken up. The detail with which these industries are studied will depend upon the time at the teacher's disposal and upon the interest of the class. The topics should be handled so as to develop some idea of the importance of the manufacture of textiles in our city, of the many wants which the industry supplies, of the great number of people engaged in it, of the wealth which it brings to the city, and finally of the wide extent to which our textiles are used all over the country.

Suggestive Lesson—Approach to the Subject of Occupations

In beginning the work the teacher should refer briefly to the great industries studied in the 6 A grade. The conversation could then pass naturally to the part which each child expects to take in the work of Philadelphia. The children should be encouraged to state their preferences and to talk of the reasons for their choices. These early preferences are, of course, not necessarily the ones the children will make when entering employment, but such talk tends to open up the subject and set them to thinking.

The idea of making a wise choice will develop as various occupations are mentioned. The children may then be led to give the various reasons which should guide one in determining one's life work, such as advantages and disadvantages of the work, personal fitness, amount of training required, conditions of work, and possibility of useful service to the community. Each child should examine his chosen occupation in the light of these reasons. For the girls, a valuable discussion could

be conducted on why a woman should be prepared to earn her own living even though she is likely to marry. The teacher should be careful to show that many very desirable occupations require education and that the child who leaves school early is at a disadvantage. At the same time it should be shown that all useful occupations are honorable.

The motive for the term's work will therefore appear to be to discover what occupations are offered, with their advantages and disadvantages, so that the child may be in a position to help plan his life intelligently. In the preliminary discussions these points should be merely touched upon to arouse interest. They will recur frequently during the study of special occupations, and may be expanded in a final discussion at the end of the term.

Suggestive Lesson—Paper-Box Making

An interesting introduction to the study of this occupation would be to have the children bring to class paper boxes of various kinds. Under the direction of the teacher these boxes might be examined and finally taken apart so that the children become familiar with the parts of a box and how they were put together. At this point the story of the manufacture of a paper box and of the people engaged in this occupation may be taken up.

A visit to a paper-box factory would be valuable. If this is impracticable the teacher should make for the class or have the class make, under direction, a simple paper box. This process may be used to supplement the story of how paper boxes are made. The work should be illustrated with pictures and blackboard drawings. When there is supplementary material available in the form of book or pamphlet descriptions, it would probably be well to have the reading of such material follow and supplement the teacher's description of the process. When children are able to describe processes they should be encouraged to do so.

It is not intended that as a result of this study the child will be fitted to enter this trade if he so desires. The

description of the technical process is but incidental to the true purpose of the work. As the teacher discusses the trade of paper-box making with the class, certain things should be made to stand out clearly. The seasonal character of the work should be shown, as well as the slight chance for advancement which it affords. On the other hand, the children should be led to see the usefulness of labor and the value of the service which is being rendered.

Suggestions on the Teaching of Conditions of Work

The various subjects suggested under the topic *Conditions of work* will all have been touched upon in some form or other as the different occupations have been discussed. At some time during the term's work, preferably toward the end, each of these subjects should be taken up and treated separately. Under the subjects *Compulsory education* and *Employment certificates*, the teacher should try to bring the child to see that it is for his own best interest that he has been kept out of industry. The story of the dangers and evils of labor by young children may be told, and an effort made to get the children to feel kindly toward the law which aims to help them. Under *How workers are protected* the necessity of making constant use of all safety devices should be discussed. In the study of *Continuation schools* the teacher should give the children some idea of what these schools are and of the work they are doing.

Throughout, the value of continuing one's education as long as possible before going into industry, in order to be better fitted for a position of usefulness, should be emphasized.

STORIES, SONGS AND GAMES ILLUSTRATIVE OF CIVIC VIRTUES

FIRST GRADE

OBEDIENCE

Stories

At the little boy's home Richards, Mrs L.E. (H.) (see her Pig brother and other fables and stories 1914 p. 65-66)

Blackie and Mr. Bullfrog Bigham, M.A. (see her Merry animal tales 1914 p. 38-45)

Blackie in the trap Bigham, M.A. (see her Merry animal tales 1914 p. 53-59)

Bunny Bunting Coe, Ida and Christie, A.J. (in their Story hour readers 1913 Primer, p. 84-90)

Climbing alone Gatty, Mrs Margaret (see Cabot, Mrs E.L. Ethics for children c1910 p. 81-84)

Fairy shoes Ewing, Mrs J.H. (G.) (in Elson, W:H. Primary school readers c1912 v. 3, p. 23-28)

Foolish weather vane (see Perdue, H.A. and Griswold, S:E. Language through nature, literature and art c1902 p. 180-182)

Little shepherd Lindsay, Maud (see her More mother stories 1914 p. 95-100)

Naughty comet Richards, Mrs L.E. (H.) (see her Pig brother and other fables and stories 1914 p. 129-140)

Raggylug; the story of a cottontail rabbit Seton, E.T. (see his Wild animals I have known 1898 p. 91-143)

.... (see Bryant, S:C. Best stories to tell to children 1912 p. 18-21)

.... (see Bryant, S:C. How to tell stories to children c1905 p. 130-133)

Sailor man Richards Mrs L.E. (H.) (see her Pig brother and other fables and stories 1914 p. 34-36)

.... (see Bryant, S:C. How to tell stories to children c1905 p. 201-203)

Tale of Peter Rabbit Potter, Beatrix (in Hervey, W.L. and Hix, Melvin Horace Mann readers c1914 v. 2, p. 146-154)

Ulysses and the bag of winds; a Greek legend (in Elson, W:H. Primary school readers c1912 v. 3, p. 111-114)

Stories

What broke the china pitcher Howliston, Mary (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 129-131)

.... (in Elson, W:H. Primary school readers c1912 v. 3, p. 218-222)

Songs

Bed time (see Poulsson, A.E. and Smith, Eleanor Songs of a little child's day 1913 p. 17)

Minding their mother (see Poulsson, A.E. and Smith, Eleanor Songs of a little child's day 1913 p. 52)

Obedient (see Poulsson, A.E. and Smith, Eleanor Songs of a little child's day 1913 p. 7)

Games

Simon says "Thumbs up" Stecher,W:A. (see his Games and dances c1916 p. 185)

CLEANLINESS

Stories

Discontented mill window Harrison, Elizabeth (see her In story land c1895 p. 105-112)

Dust under the rug (see Lindsay, Maud Mother stories 1900 p. 157-164)

Giant's kettle Guerber, H.A. (see Rafter, P.F. City and town 1913 p. 55-57)

Keeping the streets clean; an adaptation Richman, Julia and Wallach, Isabel (see Rafter, P.F. City and town 1913 p. 164-167)

Lesson from the animals (in Warner, Mrs E.E. (K.) Character building readers c1910 v. 2, pt. 1, p. 92-94)

Petro (in Jones, L.H: Readers by grades c1903 v. 3, p. 92-96)

Pig brother Richards, Mrs L.E. (H.) (see her Pig brother and other fables and stories 1914 p. 1-4)

.... (see Bryant, S:C. How to tell stories to children c1905 p. 141-144)

Songs

Little house-wife (in Riley, Mrs A.C. (D.) and Gaynor, J.L. Songs of the child-world c1897 v. 1, p. 13)

Sweeping and dusting (in Riley, Mrs. A.C. (D.) and Gaynor, J.L. Songs of the child-world c1904 v. 2, p. 74)

Washing and ironing (see Hill, M.J. and Hill, P.S. Song stories for the kindergarten c1896 p. 59)

ORDERLINESS

Stories

Fairy who came to our house Bailey, C.S. (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 29-32)

Stories

Irene, the idle Inman, H.E. (in Elson, W:H. Primary school readers c1912 v. 3, p. 98-109)

.... (in Howe, W.D., Pritchard, M.T. and Brown, E:V. Readers 1909 v. 3, p. 123-138)

Little servants Dayre, Sydney (see Poulsson, A.E. In the child's world 1894 p. 108-111)

Ten fairies Guerber, H.A. (see Bryant, S:C. Stories to tell to children c1907 p. 103-108)

Songs

Ragman (in Riley, Mrs A.C. (D.) and Gaynor, J.L. Songs of the child-world c1904 v. 2, p. 81)

COURTESY

Stories

Cosy lion Burnett, Mrs F.H. (Mrs Stephen Townsend)

Boy's manners Richards, Mrs L.E. (H.) (see Rafter, P.F. City and town 1913 p. 5-10)

Fleetfoot and Billy (see Bigham, M.A. Merry animal tales 1914 p. 180-185)

Four footed gentlemen Molesworth, Mrs (see Cabot, Mrs E.L. Ethics for children c1910 p. 28-30)

Golden rod (see Bryce, C.T. That's why stories c1910 p. 102-106)

How little Cedric became a knight Harrison, Elizabeth (see her In story land c1895 p. 143-160)

How Patty gave thanks Poulsson, A.E. (see her In the child's world 1894 p. 94-97)

Humming bird and the butterfly (in Hervey, W.L. and Hix, Melvin Horace Mann readers c1909 v. 2, p. 69-70)

Landlord's mistake (see Baldwin, James Fifty famous people c1912 p. 54-57)

Little lady Alcott, L.M. (in Warner, Mrs E.E. (K.) Character building readers c1910 v. 3, p. 52-54)

Please Aspinwall, Mrs Alicia (in Van Sickle, J.H., Seegmiller, W. and Jenkins, F. eds. Riverside readers c1911 v. 2, p. 139-144)

"Please" (in Buckwalter, Geoffrey Readers c1907 v. 3, p. 25)

Polite monkey (in Hervey, W.L. and Hix, Melvin Horace Mann readers c1909 v. 2, p. 1-2)

Surly guest (see Baldwin, James Fifty famous people c1912 p. 127-129)

Songs

Polite (see Poulsson, A.E. and Smith, Eleanor Songs of a little child's day 1913 p. 10)

HELPFULNESS

Stories

Ant and dove Æsop (see his Fables; ed. by Mrs J.H. (S.) Lansing c1915 p. 26-28)

Appleseed John Chapman, John (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 182-185)

.... (see Poulsson, A.E. In the child's world 1894 p. 59-61)

Blind man and the lame man Æsop (see his Fables; ed. by Mrs J.H. (S.) Lansing c1915 p. 130-131)

Brownies Hoxie, J.L. (in Elson, W:H. Primary school readers c1912 v. 3, p. 29-36)

Crane express (in Holmes, G:F. Readers n.d. v. 3)

..... (see Poulsson, A.E. In the child's world 1894 p. 14-16)

Do what you can (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 67-68)

..... (in Warner, Mrs E.E. (K.) Character building readers c1910 v. 2, pt. 1, p. 25-29)

Elves and the shoemaker Grimm, Herman Norton, C.E. ed. (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 100-102)

.... (see Bryant, S:C. Stories to tell to children c1907 p. 109-112)

.... (in Fasset, J.H. Beacon readers v. 2, p. 7-12)

.... (see Scudder, H.E. Fables and folk stories c1882 p. 29-32)

Golden rod (see Bryce, C.T. That's why stories c1910 p. 102-106)

How the home was built Lindsay, Maud (see her Mother stories 1900 p. 47-54)

.... (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 39-42)

How the robin's breast became red (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 179-180)

.... (see Farmer, F.V. Nature myths of many lands c1910)

Kind old oak (see Poulsson, A.E. In the child's world 1894 p. 48-49)

Little cook McCorkle, L.A. (in Elson, W:H. Primary school readers c1912 v. 2, p. 146-150)

Little deeds of kindness Poulsson, A.E. (see her In the child's world 1894 p. 27-30)

Little lights (see Bryce, C.T. Fables from afar c1910 p. 130-133)

Stories

Lion and the mouse Æsop (see his Fables; ed. by Mrs J.H. (S.) Lansing c1915 p. 61-62)

Mrs. Thrifty-ant's fall (see Bigham, M.A. Merry animal tales c1914 p. 97-102)

Stone in the road Arnold, S:L. (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 102-104)

Story of Wylie Brown, John (see Bryant, S:C. How to tell stories to children c1905 p. 182-186)

Wheat field Richards, Mrs L.E. (H.) (see her Pig brother and other fables and stories 1914 p. 21-23)

Why the evergreens keep their leaves in winter Holbrook, Florence (see her Book of nature myths 1902 p. 118-122)

.... (see Bryant, S:C. How to tell stories to children c1905 p. 153-156)

Why violets have golden hearts (see Bigham, M.A. Fanciful flower tales 1913 p. 98-106)

Songs

Busy wind (see Poulsson, A.E. and Smith, Eleanor Songs of a little child's day 1913 p. 36)

Useful (see Poulsson, A.E. and Smith, Eleanor Songs of a little child's day 1913 p. 8)

KINDNESS TO ANIMALS

Stories

Christmas in the barn Arnstein, Frances (see Poulsson, A.E. In the child's world 1894 p. 119-122)

Dumpy, the pony Lindsay, Maud (see her More mother stories 1914 p. 117-123)

Jack and Jennie Sparrow Foster, Charles (see Poulsson, A.E. In the child's world 1894 p. 285-286)

Little girl with the light Lindsay, Maud (see her Mother stories 1900 p. 29-35)

Little worm that was glad to be alive Peabody, E:P. (see Poulsson, A.E. In the child's world 1894 p. 272-274)

Molly's lamb (see Poulsson, A.E. In the child's world 1894 p. 416-418)

Mrs. Tabby Gray Lindsay, Maud (see her Mother stories 1900 p. 11-15)

Out of the nest Lindsay, Maud (see her More mother stories 1914 p. 69-75)

Pet kitten (in Baldwin, James and Bender, I.C. Readers c1911 v. 2, p. 63-66)

Songs

Chilly little chickadees (see Walker, G.A. and Jenks, H.S. Songs and games for little ones c1887 p. 55)

Songs

I love little pussy (in Smith, Eleanor Songs for little children c1887 v. 1, p. 92)

Little pony (see Jenks, H.S. and Rust, Mabel comp. and eds. Song echoes from child land c1896 p. 120)

My kitten (in Smith, Eleanor Music course 1908 v. 1, p. 68)

SECOND GRADE

PUNCTUALITY

Stories

Anti-behind time society (see Ballou, E.L. Guide right 1908 p. 26)

Dilly Dally Prescott, M:W. (see Dillingham, E:T. and Emerson,A.P. Tell it again stories c1911 p. 147-150)

Elf's flower (see Bryce, C.T. That's why stories c1910 p. 79-98)

Georgie lie abed (see Pyle, Katharine Careless Jane and other tales c1895 p. 35-42)

In a minute (in Judson, H.P. and Bender, I.C. Graded literature readers 1900 v. 2, p. 33)

Secretary's watch (in Buckwalter, Geoffrey Readers c1907 v. 3, p. 91)

Wishing wishes Lindsay, Maud (see her More mother stories 1914 p. 15-23)

Songs

Prompt (see Poulsson, A.E. and Smith, Eleanor Songs of a little child's day 1913 p. 6)

Games

Arms, legs and trunks (see Stecher, W:A. Games and dances 1916 p. 185-186)

TRUTHFULNESS

Stories

Act the truth (see White, E.E. School management 1894 p. 270-271)

Boy and the robbers (see Baldwin, James Fifty famous people c1912 p. 98-101)

Boy who cried "Wolf" (see Bryant, S:C. Stories to tell to children c1907 p. 68-69)

Coming of the king Richards, Mrs L.E. (H.) (see her Pig brother and other fables and stories 1914 p. 11-14)

Damon and Pythias (see Baldwin, James Fifty famous stories retold c1896 p. 100-102)

Finn and the pear (in Cyr, E.M. (Mrs. R. P. Smith) Readers 1901 v. 2, p. 152)

Stories

Firebrands Martin, F.E. and Davis, G:M.

Golden pears Keyes, A.M. (in Elson, W:H. Primary school readers c1912 v. 3, p. 84-92)

Lost hat (see Turner, E:A. Stories for young children n.d. p. 30)

Loving cup which was made of iron Harrison, Elizabeth (see her In story land c1895 p. 78-85)

Prince Frederick (see Ballou, E.L. Guide right 1908 p. 37)

Washington and the colt (see Wilson, Mrs L.L. (W.) History reader 1911 p. 202-203)

..... (in Clyde, A.M. and Wallace, Lillian Through the year 1899 v. 2, p. 23-24)

What the clock said (in Baldwin, James and Bender, I.C. Readers c1911 v. 3, p. 36-39)

FAIR PLAY

Stories

Bell of Atri; an Italian tale (see Baldwin, James Fifty famous stories retold c1896 p. 69-75)

..... (in Carroll, C.F. and Brooks, S:C. Readers 1910 v. 3, p. 22-25)

..... (in Elson, W:H. Primary school readers c1912 v. 2, p. 80-85)

Tom and Jerry (in Warner, Mrs E.E. (K.) Character building readers c1910 v. 1, pt. 2, p. 39-40)

Way to have a good time (in Judson, H.P. and Bender, I.C. Graded literature readers c1900 v. 2, p. 52)

SAFETY

Stories

Firebrands Martin, F.E. and Davis, G:M.

Policeman (see Rafter, P.F. City and town 1913 p. 132-136)

Sammy's disobedience (see Ballou, E.L. Guide right 1908 p. 10)

Songs

Flagman (in Riley, Mrs A.C. (D.) and Gaynor, J.L. Songs of the child world c1904 v. 2, p. 78-80)

KINDNESS TO ANIMALS

Stories

Fairy bird (in Baldwin, James and Bender, I.C. Readers c1911 v. 3, p. 99-107)

Hans and his dog Lindsay, Maud (see her More mother stories 1914 p. 35-51)

Stories

House in the wood; adapted from Grimm Bailey, C.S. ed. (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 321-325)

Little yellow wing (in Warner, Mrs E.E. (K.) Character building readers c1910 v. 2, pt. 2, p. 189-195)

Origin of the pussy willows (see Bigham, M.A. Fanciful flower tales 1913 p. 93-98)

Our wren house (in VanSickle, J.H., Seegmiller, W. and Jenkins, F. eds. Riverside readers c1911 v. 3, p. 33-36)

Spotty's family Jarvis, Josephine (see Poulsson, A.E. In the child's world 1894 p. 146-147)

What kept the new chimney waiting Donnell, A.H. (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 42-44)

.... (in Carroll, C.F. and Brooks, S:C. Readers 1910 v. 3, p. 62-65)

.... (in Elson, W:H. Primary school readers c1912 v. 3, p. 210-212)

Who ate the dolly's dinner Curtis, I.G. (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 225-227)

THIRD GRADE

THOROUGHNESS

Stories

Dust under the rug (see Lindsay, Maud Mother stories 1900 p. 157-164)

Four apple trees (in Warner, Mrs E.E. (K.) Character building readers c1910 v. 2, pt. 2, p. 76-80)

Give heed to little things (in Jones, L.H: Readers by grades 1904 v. 2, p. 152)

Honest work (in Jones, L.H: Readers by grades c1903 v. 4, p. 207)

Horse shoe nails (see Baldwin, James Fifty famous people c1912 p. 51-54)

Lesson in nest building; an old English tale (see Baldwin, James Fairy stories and fables c1895 p. 162-165)

..... (in Elson, W:H. Primary school readers c1912 v. 2, p. 71-72)

..... (see Perdue, H.A. and Griswold, S:E. Language through nature, literature and art c1902 p. 201-203)

Rollo's garden Abbott, Jacob (in Gordon, E.K. Readers c1910 v. 3, p. 157-164)

Tabby and the mice (in Jones, L.H: Readers by grades 1904 v. 2, p. 91)

Stories

Treasure in the orchard Æsop (in Lewis, H.P. and Lewis, Elizabeth Lippincott readers 1912 v. 3, p. 162-165)

..... (see Bryant, S:C. Stories to tell to children c1907 p. 194-195)

HONESTY

Stories

Hat post office (in Hervey, W.L. and Hix, Melvin Horace Mann readers c1910 v. 3, p. 145-147)

Honest bee (in Warner, Mrs E.E. (K.) Character building readers c1910 v. 1, pt. 2, p. 55-56)

Honest Indian (in Hervey, W.L. and Hix, Melvin Horace Mann readers c1909 v. 2, p. 33-35)

Honest woodman (see Poulsson, A.E. In the child's world 1894 p. 22-24)

Lincoln and the borrowed book (in Hervey, W.L. and Hix, Melvin Horace Mann readers c1910 v. 3, p. 82-84)

Lincoln's honesty (see Wilson, Mrs L.L. (W.) History reader 1911 p. 190-191)

Little lad of long ago Allen, A.E. (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 267-270)

.... (in Elson, W:H. Primary school readers c1912 v. 3, p. 158-161)

Pied piper of Hamelin town (see Bryant, S:C. Best stories to tell to children 1912 p. 30-38)

..... (see Bryant, S:C. How to tell stories to children c1905 p. 145-153)

..... (see Whittier, J:G. ed. Child life; a collection of poems c1871 p. 121-130)

Stolen corn (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 68-69)

Trusty Hans; a German folk tale (in Gordon, E.K. Readers c1910 p. 92-95)

RESPECT

Stories

How the boys befriended the old lady Lascomb, Fannie (in Warner, Mrs E.E. (K.) Character building readers c1910 v. 2, pt. 1, p. 116-119)

Sir Walter Raleigh (see Baldwin, James Fifty famous stories retold c1896 p. 54-57)

Sons of the Caliph (see Baldwin, James Fifty famous people c1912 p. 96-97)

KINDNESS TO ANIMALS

Stories

Another bird story (see Baldwin, James Fifty famous people c1912 p. 11-13)

Boy and his donkey (in Baldwin, James and Bender, I.C. Readers c1911 v. 3, p. 151-153)

Catbird (in Baldwin, James and Bender, I.C. Readers c1911 v. 3, p. 184-186)

How Mr. Lincoln helped the pig (in Clyde, A.M. and Wallace, Lillian Through the year 1899 v. 2, p. 19-20)

Saving the birds (see Baldwin, James Fifty famous people c1912 p. 7-11)

..... (in Clyde, A.M. and Wallace, Lillian Through the year 1899 v. 2, p. 18-19)

FOURTH GRADE

COURAGE

Stories

American book of golden deeds Baldwin, James v. 1

Another wolf story (see Baldwin, James Fifty famous people c1912 p. 47-51)

Arnold Winkelreid (see Baldwin, James Fifty famous stories retold c1896 p. 66-68)

Bomb (see Baldwin, James Fifty famous people c1912 p. 107)

Boy and the wolf (see Baldwin, James Fifty famous people c1912 p. 43-47)

Boy, the bees and the British McCorkle, L.A. (in Elson, W:H. Primary school readers c1912 v. 3, p. 151-156)

Brave three hundred (see Baldwin, James Fifty famous stories retold c1896 p. 110-112)

Grace Darling (see Baldwin, James Fifty famous stories retold c1896 p. 61-63)

Horatius at the bridge (see Baldwin, James Fifty famous stories retold c1896 p. 91-94)

Line of golden light Harrison, Elizabeth (see her In story land c1895 p. 20-30)

Lydia Darragh (see Gerson, Oscar History primer c1906 p. 90-93)

..... (see MacDowell, Mrs L.I. (R.) Story of Philadelphia c1900 p. 229-234)

Origin of the tiger lily Bigham, M.A. (see her Fanciful flower tales 1913 p. 47-57)

Stories of brave dogs Carter, M.H. ed.

St. George and the dragon; adapted from the English legend (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 262-265)

Stories

Story of William Tell (see Baldwin, James Famous stories retold c1896 p. 64-65)

Zelda's bear (in Carroll, C.F. and Brooks S:C. Readers 1910 v. 3, p. 43-47)

SELF CONTROL

Stories

Boy and the echo (in Hervey, W.L. and Hix, Melvin Horace Mann readers c1909 v. 2, p. 108-110)

Dolly's lesson Coolidge, Susan (in Blodgett, F.E. and Blodgett, A.B. Readers c1906 v. 3, p. 114-122)

King and his hawk (see Baldwin, James Fifty famous stories retold c1896 p. 113-118)

Knights of the silver shield Alden, R.M. (in VanSickle, J.H., Seegmiller, W. and Jenkins, F. eds. Riverside readers c1911 v. 3, p. 234-244)

Why Lottie did not whisper (in Warner, Mrs E.E. (K.) Character building readers c1910 v. 3, p. 22-23)

THRIFT

Stories

Stories of thrift for young Americans Pritchard, M.T. and Turkington, G.A.

PERSEVERANCE

Stories

Bruce and the spider (see Baldwin, James Fifty famous stories retold c1896 p. 33-35)

..... (in Lewis, H.P. and Lewis, Elizabeth Lippincott's readers 1912 v. 2, p. 136-138)

Crow and the pitcher Æsop (see his Fables; ed. by Mrs J.H. (S.) Lansing 1915 p. 25-26)

George Stephenson (see Cabot, Mrs E.L. Ethics for children c1910 p. 239-240)

Hare and the tortoise Æsop (see his Fables; ed. by Mrs J.H. (S.) Lansing 1915 p. 88-90)

Helen Keller; the story of my life

How Napoleon crossed the Alps (see Baldwin, James Fifty famous stories retold c1896 p. 75-76)

Line of golden light Harrison, Elizabeth (see her In story land c1895 p. 20-30)

Psyche's tasks (see Poulsson, A.E. In the child's world 1894 p. 57-59)

Story of Theseus Spooner, M:E. (see Bailey, C.S. and Lewis, C.M. eds. For the children's hour 1915 p. 265-267)

Try, try again (see Baldwin, James Fifty famous people c1912 p. 142-143)

KINDNESS TO ANIMALS

Stories

Androcles and the lion (see Baldwin, James Fifty famous stories retold c1896 p. 87-91)

Bird's nest Hay, M.C. (in Baldwin, James and Bender, I.C. Readers c1911 v. 4, p. 181-185)

Boy who loved birds (in Hill, D.H., Stevens, F.L. and Burkett, C:W: eds. Readers c1906 v. 3, p. 171-175)

General Grant's kindness to horses Greenleaf, E.M.C. (in Warner, Mrs E.E. (K.) Character building readers c1910 v. 4, p. 16-17)

Hero and his friend (in Baldwin, James and Bender, I.C. Readers c1911 v. 4, p. 67-69)

Little brothers of the air (see Baldwin, James Fifty famous people c1912 p. 118-120)

Old Jessie's Christmas Smith, A.H. (in Howe, W.D., Pritchard, M.T. and Brown, E:V. Readers 1910 v. 4, p. 107-115)

Stone of gratitude (see Bryce, C.T. That's why stories c1910 p. 109-115)

Story of Raggles (in Baldwin, James and Bender, I.C. Readers c1911 v. 4, p. 149-152)

Webster and the woodchuck (see Baldwin, James Thirty more famous stories retold c1905 p. 62-66)

Index to Titles of Stories, Songs and Games Referred to in the Preceding List

	PAGE
Act the truth	62
American book of golden deeds	66
Androcles and the lion	68
Another bird story	66
Another wolf story	66
Ant and dove	60
Anti-behind time society	62
Appleseed John	60
Arnold Winkelreid	66
Arms, legs and trunks	62
At the little boy's home	57
Bed time	58
Bell of Atri	63
Bird's nest	68
Blackie and Mr. Bullfrog	57
Blackie in the trap	57
Blind man and the lame man	60
Bomb	66
Boy and his donkey	66
Boy and the echo	67
Boy and the robbers	62
Boy and the wolf	66
Boy, the bees and the British	66
Boy who cried "Wolf"	62
Boy who loved birds	68
Boy's manners	59
Brave three hundred	66
Brownies	60
Bruce and the spider	67
Bunny Bunting	57
Busy wind	61
Catbird	66
Christmas in the barn	61
Chilly little chickadees	61
Climbing alone	57
Coming of the king	62
Cosy lion	59
Crane express	60
Crow and the pitcher	67
Damon and Pythias	62
Do what you can	60
Dilly Dally	62
Dolly's lesson	67
Discontented mill window	58
Dumpy, the pony	61
Dust under the rug	58, 64
Elf's flower	62

	PAGE
Elves and the shoemaker	60
Fairy bird	63
Fairy shoes	57
Fairy who came to our house	58
Finn and the pear	62
Firebrands	63
Flagman	63
Fleetfoot and Billy	59
Foolish weather vane	57
Four apple trees	64
Four footed gentlemen	59
General Grant's kindness to horses	68
George Stephenson	67
Georgie lie abed	62
Giant's kettle	58
Give heed to little things	64
Golden pears	63
Golden rod	59, 60
Grace Darling	66
Hans and his dog	63
Hare and the tortoise	67
Hat post office	65
Helen Keller	67
Hero and his friend	68
Honest bee	65
Honest Indian	65
Honest woodman	65
Honest work	64
Horatius at the bridge	66
Horse shoe nails	64
House in the wood	64
How little Cedric became a knight	59
How Mr. Lincoln helped the pig	66
How Napoleon crossed the Alps	67
How Patty gave thanks	59
How the boys befriended the old lady	65
How the home was built	60
How the robin's breast became red	60
Humming bird and the butterfly	59
I love little pussy	62
In a minute	62
Irene, the idle	59
Jack and Jennie Sparrow	61
Keeping the streets clean	58
Kind old oak	60
King and his hawk	67

	PAGE
Knights of the silver shield	67
Landlord's mistake	59
Lesson from the animals	58
Lesson in nest building	64
Lincoln and the borrowed book	65
Lincoln's honesty	65
Line of golden light	66, 67
Lion and the mouse	61
Little brothers of the air	68
Little cook	60
Little deeds of kindness	60
Little girl with the light	61
Little house-wife	58
Little lad of long ago	65
Little lady	59
Little lights	60
Little pony	62
Little worm that was glad to be alive	61
Little servants	59
Little shepherd	57
Little yellow wing	64
Lost hat	63
Loving cup which was made of iron	63
Lydia Darragh	66
Minding their mother	58
Molly's lamb	61
Mrs. Tabby Gray	61
Mrs. Thrifty-ant's fall	61
My kitten	62
Naughty comet	57
Obedient	58
Old Jessie's Christmas	68
Origin of the pussy willows	64
Origin of the tiger lily	66
Our wren house	64
Out of the nest	61
Pet kitten	61
Petro	58
Pied Piper of Hamelin town	65
Pig brother	58
Please	59
Policeman	63
Polite	59
Polite monkey	59
Prince Frederick	63
Prompt	62
Psyche's tasks	67
Raggylug	57
Ragman	59
Rollo's garden	64
Sailor man	57
St. George and the dragon	66
Sammy's disobedience	63
Saving the birds	66
Secretary's watch	62
Simon says "Thumbs up"	58
Sir Walter Raleigh	65
Sons of the Caliph	65
Spotty's family	64
Stolen corn	65
Stone in the road	61
Stone of gratitude	68
Stories of brave dogs	66
Stories of thrift for young Americans	67
Story of Raggles	68
Story of Theseus	67
Story of William Tell	67
Story of Wylie	61
Surly guest	59
Sweeping and dusting	58
Tabby and the mice	64
Tale of Peter Rabbit	57
Ten fairies	59
Tom and Jerry	63
Treasure in the orchard	65
Trusty Hans	65
Try, try again	67
Ulysses and the bag of winds	57
Useful	61
Washing and ironing	58
Washington and the colt	63
Way to have a good time	63
Webster and the woodchuck	68
What broke the china pitcher	58
What kept the new chimney waiting	64
What the clock said	63
Wheat field	61
Who ate the dolly's dinner	64
Why Lottie did not whisper	67
Why the evergreen trees keep their leaves in winter	61
Why violets have golden hearts	61
Wishing wishes	62
Zelda's bear	67

Books Containing the Stories, Songs and Games Referred to in the Preceding List[1]

* Æsop Fables; ed. by Mrs J.H. (S.) Lansing Bost. Ginn

Bailey, Carolyn Sherwin and Lewis, Clara M. eds. For the children's hour Springfield (Mass) Bradley

* Baldwin, James American book of golden deeds N. Y. American bk co

* ..... Fairy stories and fables N. Y. American bk co

* ..... Fifty famous people N. Y. American bk co

* ..... Fifty famous stories retold N. Y. American bk co

* ..... Thirty more famous stories retold N. Y. American bk co

* ..... and Bender, Ida C. Readers v. 2, 3, 4 N. Y. American bk co

Ballou, Emma Lovisa Guide right N. Y. Simmons

Beacon readers see Fasset, J.H.

* Bigham, Madge A. Fanciful flower tales Bost. Little

* ..... Merry animal tales; a book of old fables in new dresses Bost. Little

* Blodgett, Frances Eggleston and Blodgett, Andrew Burr Readers v. 3 Bost. Ginn

* Bryant, Sarah Cone Best stories to tell to children Bost. Houghton

..... How to tell stories to children Bost. Houghton

* ..... Stories to tell to children Bost. Houghton

Bryce, Catharine Turner Fables from afar N. Y. Newson

..... That's why stories N. Y. Newson

* Buckwalter, Geoffrey Readers v. 3 N. Y. Simmons

Burnett, Mrs Frances Hodgson (Mrs Stephen Townsend) Cosy lion, as told by Queen Crosspatch N. Y. Century co

* Cabot, Mrs Ella Lyman Ethics for children Bost. Houghton

* Carroll, Clarence Franklin and Brooks, Sarah Catharine Readers v. 3 N. Y. Appleton

Character building readers see Warner, Mrs. E.E. (K.)

* Clyde, Anna M. and Wallace, Lillian Through the year v. 2 N. Y. Silver

Coe, Ida and Christie, Alice J. Story hour readers Primer N. Y. American bk co

* Cyr, Ellen M. (Mrs Ruel P. Smith) Readers v. 2 Bost. Ginn

* Dillingham, Elizabeth Thompson and Emerson, Adelle Powers Tell it again stories Bost. Ginn

* Elson, William H. Primary school readers v. 2, 3 Chic. Scott

* Farmer, Florence Virginia Nature myths of many lands N. Y. American bk co

* Fasset, James Hiram Beacon readers v. 2 Bost. Ginn

* Gerson, Oscar History primer Phil. Hinds

* Gordon, Emma K. Readers v. 3 Bost. Heath

Graded literature readers see Judson, H.P. and Bender I.C.

1. In the main, the books from which selections have been made are available for requisition in 1916. Such books are indicated by (*).

* Harrison, Elizabeth In story land Chic. Sigma pub. co
* Hervey, Walter L. and Hix, Melvin Horace Mann readers v 2, 3, 4 Chic. Longmans
* Hill, Mildred J. and Hill, Patty Smith Song stories for the kindergarten Chic. Summy

Hill, Daniel Harvey Stevens, Frank Lincoln and Burkett, Charles William eds. Readers v 3 Bost. Ginn

* Holbrook, Florence Book of nature myths Bost. Houghton

Holmes, George Freeland Readers v. 3 N. Y. American bk co

Horace Mann readers see Hervey, W.L. and Hix, Melvin

* Howe, Will David Pritchard, Myron Thomas and Brown, Elizabeth Virginia Readers v. 3, 4 N. Y. Scribner
* Jones, Lewis Henry Readers by grades v. 2, 3, 4 Bost. Ginn

Jenks, Harriet S. and Rust, Mabel comp. and eds. Song echoes from child land Bost. Ditson

* Judson, Harry Pratt and Bender, Ida C. Graded literature readers v. 2 N. Y. Merrill

Keller, Helen Story of my life N. Y. Doubleday

* Lewis, H.P. and Lewis, Elizabeth Lippincott readers v. 2, 3 Phil. Lippincott
* Lindsay, Maud More mother stories Springfield (Mass) Bradley

..... Mother stories Springfield (Mass) Bradley

Lippincott's readers see Lewis, H.P. and Lewis, Elizabeth

MacDowell, Mrs Lillian Ione (Rhoades) Story of Philadelphia N. Y. American bk co

* Martin, Frank Eugene and Davis, George Moses Firebrands Bost. Little

Perdue, Hannah Avis and Griswold, Sarah E. Language through nature, literature and art Chic. Rand

* Poulsson, Anne Emilie In the child's world Springfield (Mass) Bradley

..... and Smith, Eleanor Songs of a little child's day Springfield (Mass) Bradley

Pritchard, Myron Thomas and Turkington, Grace A. Stories of thrift for young Americans N. Y. Scribner

Pyle, Katharine Careless Jane and other tales N. Y. Dutton

* Rafter, Pauline Frost City and town Bost. Sanborn

Richards, Mrs Laura Elizabeth (Howe) Pig brother and other fables and stories Bost. Little

Riley, Mrs Alice Cushing (Donaldson) and Gaynor, Jessie L. Songs of the child world Cinc. Church

Riverside reader see VanSickle, J.H., Seegmiller, W. and Jenkins, F. eds.

Smith, Eleanor Music course v. 1 N. Y. American bk co

..... Songs for little children v. 1 Springfield (Mass) Bradley

* Scudder, Horace Elisha Fables and folk stories Bost. Houghton

Seton, Ernest Thompson Wild animals I have known N. Y. Scribner

* Stecher, William A. Games and dances Ed. 2 Phil. McVey

Stories of brave dogs; ed. from St. Nicholas by M.H. Carter N. Y. Century co

Story hour readers See Coe, Ida and Christie, A.J.

Turner, Elizabeth A. Stories for young children Bost. Ginn

* VanSickle, J. H., Seegmiller, W. and Jenkins, F. eds. Riverside readers v. 2, 3 Bost. Houghton
* Walker, Gertrude A. and Jenks, Harriet S. Songs and games for little ones Bost. Ditson
* Warner, Mrs Ellen E. (Kenyon) Character building readers v. 1, 2, 3, 4 Phil. Hinds

White, Emerson Elbridge School management N. Y. American bk co

* Whittier, John Greenleaf ed. Child life; a collection of poems Bost. Houghton
* Wilson, Mrs L.L. (Williams) History reader N. Y. Macmillan

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